

Lesson Planning



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Meaning of Lesson Planning

- A Lesson plan outlines in detail the various steps which the teacher proposes to undertake in his/her class. As such, a lesson plan concerns itself with the teaching of one period.
- Planning for a lesson means identification of the sequence and style of presentation and evaluation procedure to be adopted for classroom teaching of a lesson.
- Hence it is a proposition in advance which establishes a linkage between the why, what and how of teaching in one period. When attempting to do this the teacher may foresee likely problems in classroom communication and may arrange certain materials and decide about techniques to be adopted to ensure a smooth and effective teaching-learning situations.
- Thus a lesson plan is a means of taking advance decisions about the selection, sequencing and execution of various activities to be performed in a classroom with a view to ensuring learning of children.



Need and Importance of Lesson Planning

When you go for teaching a lesson in the classroom, usually you get prepared for that, though informally. But sometimes you find that you are not able to teach the entire content which you prepared or on the other hand, the content to be covered is not sufficient for full period. Sometime, you may get stuck-up while teaching and so get nervous. May be that you are not aware of the objectives of teaching a lesson and so did not bother about its attainment. How to overcome all such problems? This can be done through systematic lesson planning. You get a chance of thinking about all these problems in advance while planning your lesson and deciding about taking corrective steps for possible hurdles. The process of developing a lesson plan is such that these problems get tackled automatically. Lesson planning helps the teacher in the following ways:

- It makes teaching systematic and well organized.
- It helps teachers in identifying adequate content and its proper sequencing for teaching a lesson.
- It helps teachers to learn to foresee and tackle learning difficulties of children.
- It enables teachers to utilize the available time properly.
- It helps in developing insights about learning needs and abilities of children.
- It helps teachers to develop the habit of undertaking immediate corrective measures.
- It gives confidence to teachers during teaching



Steps of Lesson Planning

- While developing a lesson plan first of all you have to decide about the objectives of teaching that particular lesson. The objectives will be both general as well as specific. In order to achieve the objectives, some subject matter or content is required. This content is to be selected as per the competence with reference to the specific objectives of the lesson as well as the previous knowledge of the learner. So the content has to be local specific, interesting and related to the previous knowledge of the learner. Another important aspect of lesson planning is to detail out the method to be used for transacting the required material to the learners. The choice of method will depend on the nature of the content, the class grade as well as the ability of the learners. While specifying the method of delivery, the teachers' activities as well as the learners' activities are to be specified along with the evaluation exercises/ questions. The evaluation has to be based on the material transacted in the classroom and the competency aimed to be developed. At the primary stage, the evaluation questions have to be very simple. keeping In view the learners physical and mental growth. The following is expected to be

1. **Objectives:** The objectives of teaching a particular lesson should be stated as per the competency to be developed amongst children. Generally teachers state only general, and specific objectives of the lesson.
2. **Content:** The subject matter that is intended to be covered should be limited to the prescribed time. The matter must be interesting and it should be related to the pupils' previous knowledge. It should also be related to daily life situations.
3. **Methods:** The most appropriate method be chosen by the teacher. The method selected, should be suitable to the subject matter to be taught. Suitable teaching aids must also be identified by the teacher. The teacher may also use supplementary aids to take his/her lesson more effective.
4. **Evaluation:** A teacher must evaluate his/her lesson to find the extent to which he/she has achieved the objectives of his/her lesson. Evaluation can be done even by recapitulation of subject matter through suitable questions .



Methods of Lesson Planning

A lesson may be planned in various ways. Several methods have therefore been evolved. The most commonly used method is the Herbertian method. The steps followed in Herbertian are-

1. Introduction
2. Presentation
3. Association (or Comparison)
4. Generalization
5. Application
6. Recapitulation.



1. Introduction:

- It pertains to preparing and motivating children to the lesson content by linking it to the previous knowledge of the student. by arousing the curiosity of the children and by making an appeal to their senses. This prepares the child's mind to receive new knowledge. This step, though so important. must be brief. It may involve testin4 of previous knowledge of the child. Sometimes the curiosity of pupil can be aroused by some experiment, chart, model study or even by some useful discussion.



2. Presentation:

- It involves stating the object of the lesson and exposure of students to new information. The actual lesson begins and both teacher and students participate. A teacher should make use of different teaching aids to make this lesson effective. She/he should draw as much as is possible from the students making use of judicious questions. In mathematics lessons it is desirable that a heuristic atmosphere prevails in the class.



3. Association

- It is always desirable that new ideas or knowledge be associated to the daily life situations by citing suitable examples and by drawing comparisons with the related concepts. This step is all the more important when we are establishing principles or generalizing definitions



4. Generalization

- In mathematics lessons generally the learning material problem leads to certain generalizations which then lead to the establishment of certain formulae, solving problems, principles and laws. An effort should be made that the students draw the conclusions themselves. A teacher should guide the students only if their generalization is either incomplete or irrelevant.



5. Application

- In this step of a lesson plan the knowledge gained is applied to situations. This step is in conformity with the general desire of the students to make use of generalization in order to see for themselves if the generalizations are valid in certain situations or not. This is used for assessing the effectiveness of the lesson by asking students questions on the contents of the lesson.



6. Recapitulation

- Recapitulation can be done by giving a short objective type test/ problem solving method to the class. One important point to remember is that the steps given above for lesson planning are formal Herbertian steps and teacher should not try to follow these very rigidly. These are only guide-lines and in many lessons it is not possible to follow all these steps. So this method should be followed to the extent possible.



Features of a Good Lesson Plan

- 1. Through lesson planning the teacher will be able to pinpoint for himself the objectives of teaching that particular lesson. The objectives should be such that they are –
 - (a) attainable during a span of one period only.
 - (b) in sequence with the objectives already attained by the learners.
- 2. The teacher will discover whether the subject matter is adequate enough to be transacted during the period.
- 3. He will identify, in advance, the activities to be carried out by the learners.
- 3. He will be able to anticipate the expected answers of the learners.
- 5. A good lesson plan should present good linkage between the objectives, teacher and student activities. on the one hand and the method, the teaching aid and the evaluation items on the other.
- 6. The plan should neither be too short nor too long.
- 7. It should focus on specific piece of content so as to attain the competency in hand.
- 8. The activities planned should be quite interesting to the young learners.
- 9. It should focus on the development of a clear understanding among children instead of rote memorization.

